



Spring 2024 Connecticut SAT School Day

Services for Students with Disabilities (SSD) Overview

The webinar will begin momentarily.



November 16, 2023

CSDE Staff

Michelle Rosado

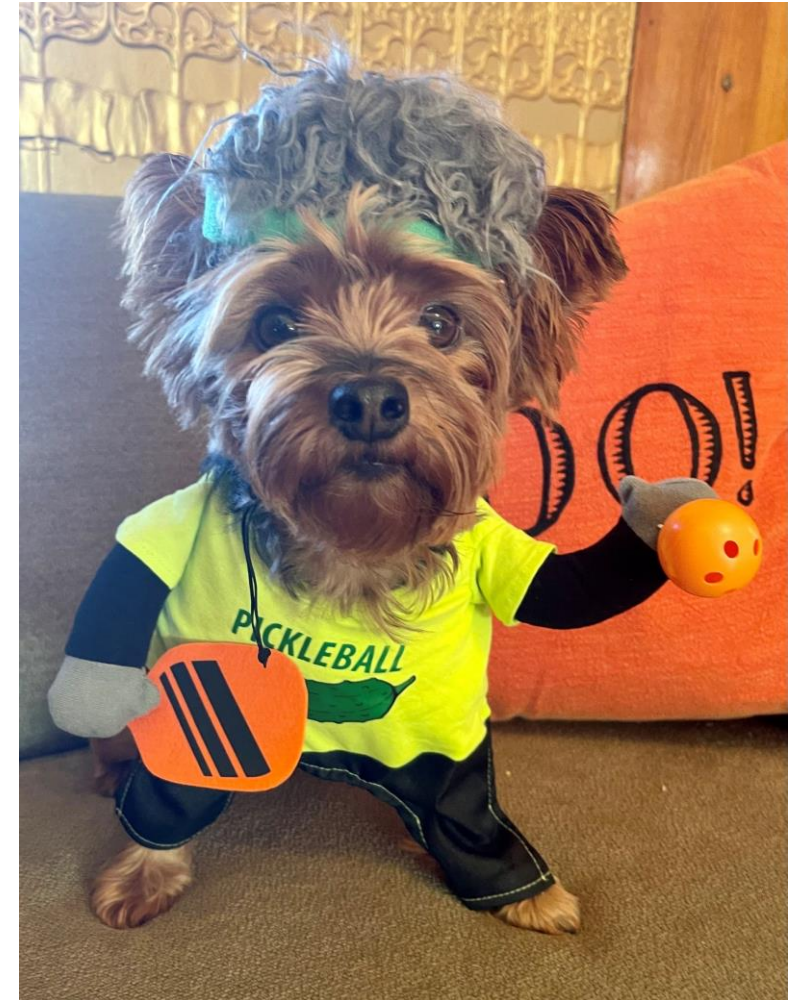
Phone: 860-713-6748

Email: michelle.rosado@ct.gov

Deirdre Ducharme

Phone: 860-713-6859

Email: deirdre.ducharme@ct.gov



Contact

College Board

Phone: 866-609-2205

Email: ctsat@collegeboard.org

Website: <https://satsuite.collegeboard.org/digital>

CSDE CT SAT School Day Website

<https://portal.ct.gov/SDE/Student-Assessment/SAT/Connecticut-SAT-School-Day/Related-Resources>

Today's Agenda

- Sharing Student Personally Identifiable Information (PII)
- Testing Windows and Deadlines
- The SSD Coordinator Role
- Digital SAT
- Commonly Requested Accommodations
- Reviewing and Requesting Accommodations in SSD Online
- Sample Scenarios for Requesting Accommodations
- English Learner/Multilingual Learner Supports for Digital Testing
- Questions & Answers

Session Goals



Our goal today is to provide you with the latest information regarding SSD accommodations for the spring 2024 administration.



In this session, we will give you a clear overview of the tasks and responsibilities of the school SSD coordinator.



By the end of the session, you will have a clear understanding of the next steps required to start submitting or reviewing student accommodations.

Student Personally Identifiable Information (PII)

Please be aware of this important notice about Student PII.

Student PII includes:

- Name
- Date of Birth
- Identifying numbers, such as SSD Number

Please take caution when sharing Student PII. If you must discuss an issue that requires sharing this information, **please do so via telephone.**

Testing Window and SSD Deadlines

Connecticut Spring 2024 Digital SAT Testing

- Connecticut schools will participate in CT SAT testing for grade 11 students.
- **The testing window is March 4 through April 19.** Schools must test all Grade 11 students by April 19.
- **The deadline for all accommodations requests and ML time and one-half is January 12, 2024.**

SSD Coordinator Role

SSD Coordinator Role



SSD Coordinator

The SSD coordinator is responsible for:

- Submitting accommodation requests for all students with an implemented IEP or Section 504 Plan.
- Submitting EL/ML time and one-half (+ 50%) requests for eligible students who require extended time.
- Communicating with students and families about necessary testing accommodations.
- Reviewing accommodations for students who received approval previously to ensure those accommodations still meet the accessibility needs of the student taking the new digital SAT.
- Assist the test coordinator with the administration of College Board's digital Practice Tests on Bluebook to accommodated students as early in the year as possible to ensure accessibility. This experience may influence the request or change requests for certain accommodations in SSD Online.

SSD Coordinator Role

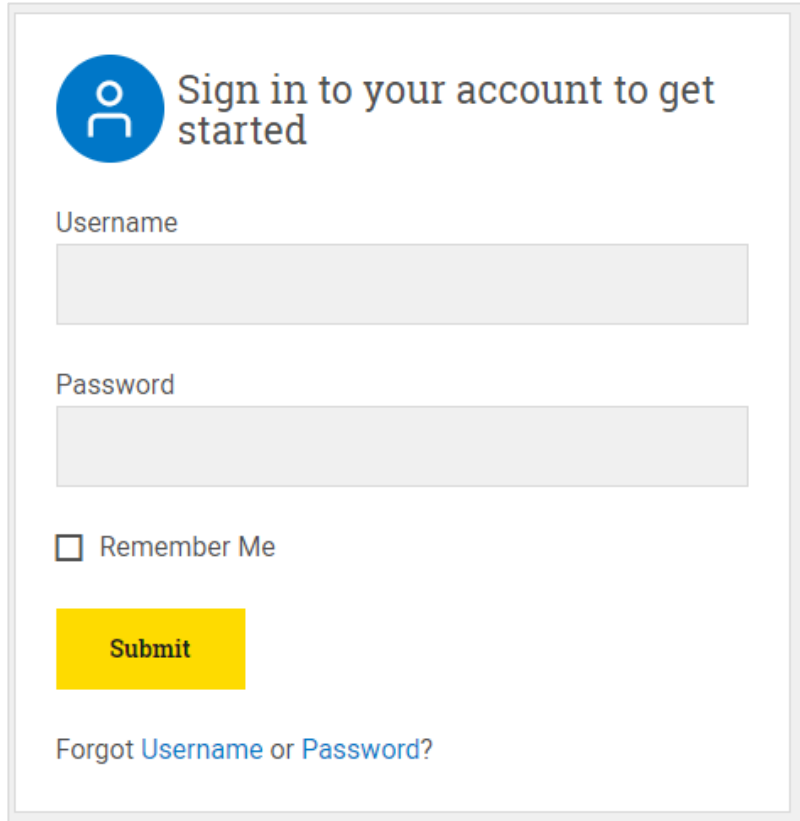


SSD Coordinator

The SSD coordinator is responsible for:

- Assisting the test coordinator in determining rooms and staff required for administering the test with accommodations.
- Working with the test coordinator and technology coordinator to make sure student devices are configured to support assistive technology (as needed) for testing.
- Partnering with the test coordinator to administer the SAT to students who are testing with accommodations.

Returning SSD Coordinators



The screenshot shows a sign-in form with the following elements:

- A blue circular icon with a white person silhouette.
- The text "Sign in to your account to get started" next to the icon.
- A "Username" label above a text input field.
- A "Password" label above a text input field.
- A checkbox labeled "Remember Me".
- A yellow "Submit" button.
- A link "Forgot Username or Password?" at the bottom.

Confirm that you still have access to SSD Online by logging in to your College Board Account at www.collegeboard.org.

- If you've forgotten your password, use the forgot username or forgot password links on the sign-in page.
- Choose SSD Online from your [Account Dashboard](#) or login to SSD Online directly at: ssdonline.collegeboard.org.

New SSD Coordinators

SSD Coordinator Form

CollegeBoard
Services for Students with Disabilities

SSD Coordinator Form

This form will establish you as the SSD Coordinator for your school and allow you to obtain access to SSD Online. If you do not already have a professional login account with the College Board, you will need to create one at <https://account.collegeboard.org/login/login>. If you are the SSD Coordinator for more than one school, you will need to submit a separate form for each school you work with, but you should create only one professional login account.

Each school's primary SSD Coordinator will also be considered the school's Testing Coordinator for in-school College Board testing. If a school administers in-school tests, the primary SSD Coordinator will be responsible for receiving secure tests, as well as generating testing routers and Nonstandard Administration Reports for school-based testing.

Complete, sign, and fax this form to the College Board's Services for Students with Disabilities at 888-360-0334. Do not attach a cover sheet to this form when faxing. All fields are required.

School Information

If your school doesn't have a code, enter "N/A" in the school code field and you will be sent a form to request one. If you don't know your school's code, look it up at <http://test.collegeboard.org/signet-test-code-search>.

School Code: _____ School Name: _____

School Address: _____

City: _____ State: _____ ZIP Code: _____

Country: _____

Coordinator Information

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth (MM/DD/YY): ____/____/____ Gender: Male Female

Work Telephone: _____ Fax: _____ Email: _____

Forms without valid, school-issued email addresses cannot be processed; please ensure your email is correct before submitting.

Are you the primary SSD Coordinator for your school? Yes No

If not, provide the name of your school's primary SSD Coordinator: _____

Signatures

I confirm that I am my school's authorized Services for Students with Disabilities Coordinator, or authorized to serve in this capacity, and assume the responsibilities that include advising staff and students of proper procedures in applying for testing accommodations, submit accommodation requests on behalf of students, and maintain documentation related to students' accommodations and disabilities. If I serve as the SSD Testing Coordinator, I also assume responsibility for providing secure testing conditions and timely return of materials.

SSD Coordinator Signature: _____ Date: _____

School Principal or Assistant Principal Name: _____

School Principal or Assistant Principal Signature: _____ Date: _____

Principal: Please be aware that by signing this form, you are permitting this individual to request accommodations for College Board tests, and to access students' personal disability information.

To access the SSD Online system, the new SSD coordinators will need to request access.

- School must have Attending Institution (AI) code to establish SSD Online access.
- Educators must have a College Board professional account and must also complete SSD Coordinator Form, found on www.collegeboard.org/ssd.
- An email is sent to the SSD coordinator when the form is submitted.
- Each school should have one Primary SSD coordinator.
- There can be multiple SSD coordinators with SSD Online access at a school if it is allowed by district/school policy.

The Digital SAT

Digital SAT Specifications at a Glance

Reading and Writing



96 total questions (2 sections)

100 total minutes (1.04 min/question)

Set based questions



54 total questions (1 section)

64 total minutes (1.19 min/question)

Discrete questions

Digital SAT Specifications at a Glance

Math



58 total questions
2 sections – calculator and no calculator



80 total minutes (1.38 min/question)



Discrete and set based questions
Multiple-choice ($\approx 78\%$)
Student-produced response (SPR) ($\approx 22\%$)



44 total questions
1 section – with calculator

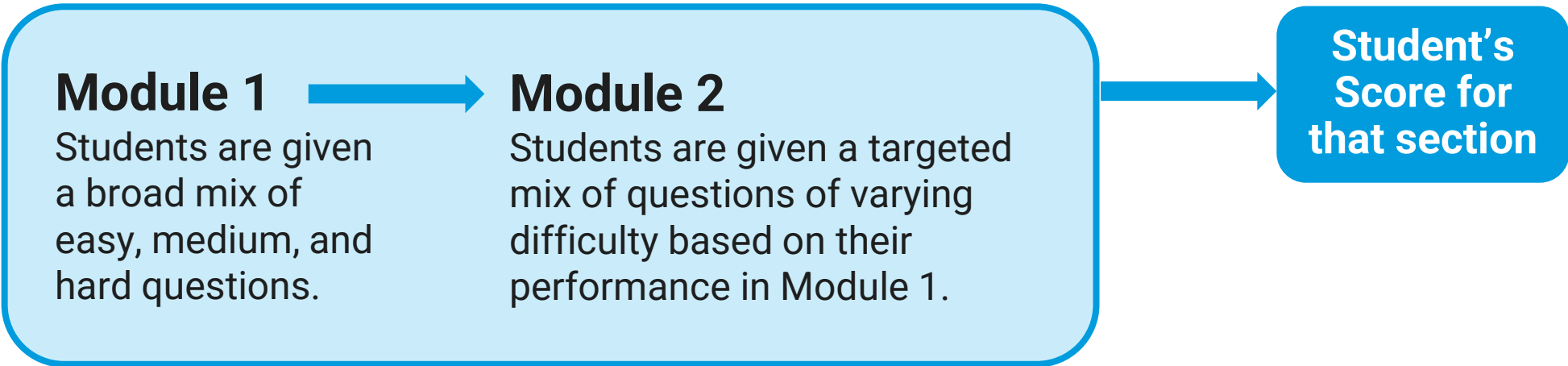
70 total minutes (1.59 min/question)

Discrete questions
Four-option multiple-choice ($\approx 75\%$)
Student-produced response (SPR) ($\approx 25\%$)

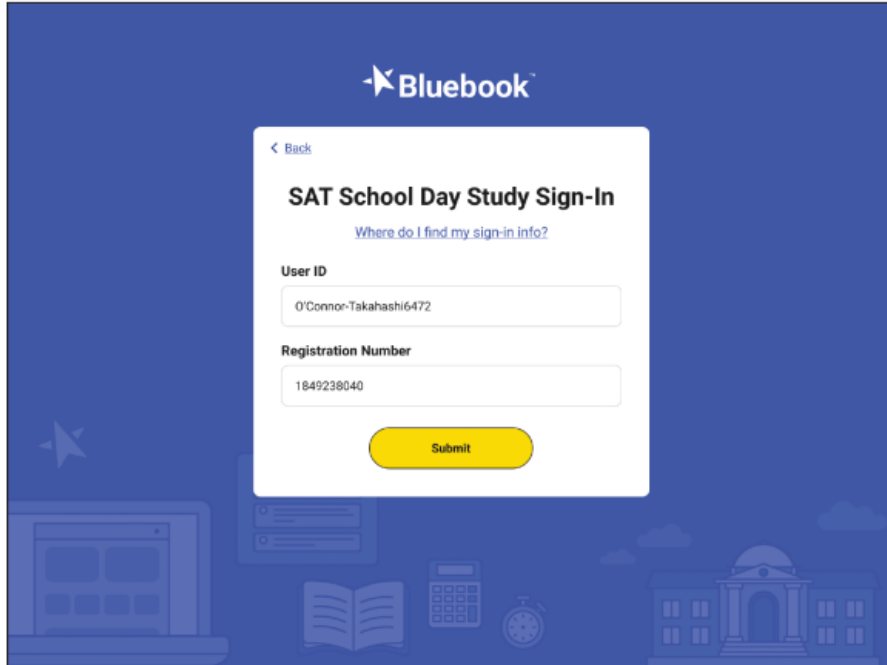
Digital SAT is Multi-Stage Adaptive

	Multi-Stage Adaptive Testing (MST) (SAT)	Item Adaptive (NOT SAT)
Test Delivery	Sets of questions (called modules)	One item at a time
Adaptive	Based on how students perform in the previous module	Based on a student responds to each question
Navigation	Students can review items within a module	Students are not able to go back to a question
Test Length	Supports shorter test lengths	Supports shorter test lengths
Examples	GRE, digital SAT	ACCUPLACER, SBAC, NWEA – MAP, NCLEX

Digital SAT has Two Modules per Section

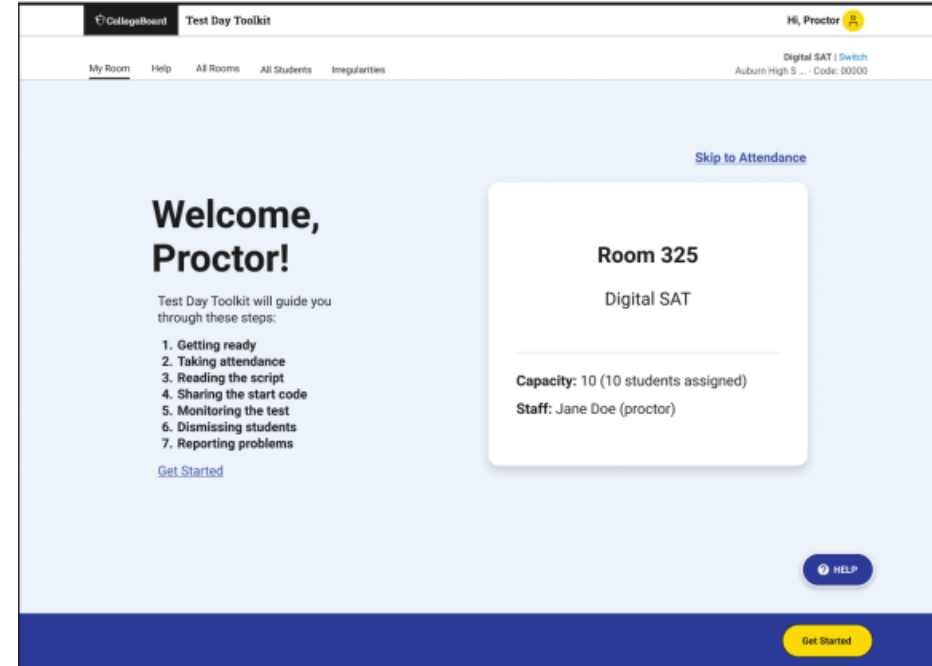


Digital SAT Test Administration System



The image shows a Bluebook sign-in form for students. The form is titled "SAT School Day Study Sign-In" and includes a "Back" link. It has two input fields: "User ID" with the value "O'Connor-Takahashi6472" and "Registration Number" with the value "1849238040". A yellow "Submit" button is at the bottom. The background is blue with icons of a laptop, books, a calculator, a clock, and a school building.

Bluebook
(for Students)



The image shows the Test Day Toolkit interface for proctors. The header includes "CollegeBoard Test Day Toolkit" and "Hi, Proctor". Navigation links include "My Room", "Help", "All Rooms", "All Students", and "Irregularities". A "Skip to Attendance" link is present. The main content area says "Welcome, Proctor!" and lists seven steps: 1. Getting ready, 2. Taking attendance, 3. Reading the script, 4. Sharing the start code, 5. Monitoring the test, 6. Dismissing students, and 7. Reporting problems. A "Get Started" link is below the list. A white box on the right displays "Room 325 Digital SAT" and "Capacity: 10 (10 students assigned)" with "Staff: Jane Doe (proctor)". A "HELP" button is in the bottom right, and a yellow "Get Started" button is at the very bottom.

Test Day Toolkit
(for Test Coordinators and
Proctors)

Device Requirements



Laptop,
Tablet,
School Managed Device
(Chromebook or
Desktop)



Device should be able
to hold a charge for 3
hours (standard time).
Provide access to
power for students
with extended time
accommodations.



Device must be
able to connect
to Wi-Fi

Universal Tools Available to All Students

Tools available to all students that don't require accommodation approvals:

Answer Eliminator (strikethrough)

Question Navigator
(review specific questions)

Expand Passage or Item

Student Clock (counts down time
for each section and gives a 5-
minute warning)

Zoom

Color Contrast

Calculator (Desmos)

Math Reference Sheet

Annotator (highlighter and notepad)

Mark for Review

Students can practice using the online calculator at
www.desmos.com/practice.

Bluebook Application Tools

The screenshot displays the Bluebook application interface. At the top, a purple banner reads "This is Practice. To see your actual AP Exam, go to My Exams." Below this, a "Section 1, Module 1 - Math Reference Sheet" is visible, containing formulas for the area of a circle ($A = \pi r^2$, $C = 2\pi r$), a rectangle ($A = \ell w$), and a triangle ($A = \frac{1}{2}bh$). A "Calculator" window is open, showing a coordinate plane with x and y axes ranging from -10 to 10. A question window for "SAT Section 2: Math" is also shown, with a timer at 35:00 and a question number 1. A red flag icon is visible next to the question number.

Built-in Desmos graphing calculator & math reference sheets

The screenshot shows a reading passage in the Bluebook application. The passage discusses a librarian's note about Bao Phi's collection *Sóng I Sing*. A sentence is highlighted in yellow: "pieces by the spoken-word poet don't lose their nature when printed; the language has the same pleasant musical quality on the page as it does when performed by Phi." Below the passage is a question: "Which choice completes the text with the most logical and precise word or phrase?" with three options: (A) scholarly, (B) melodic, and (C) jarring. A "New Annotation" bar is visible at the top right, and a "Highlight Color" and "Underline style" menu is shown below it.

Full annotation tools

The screenshot shows a question window for "Section 1, Module 1: Reading and Writing Questions". The question asks for the most logical and precise word to complete a sentence about sculptor Ruth Asawa's works. The options are (A) commended, (B) collected, (C) refused, and (D) limited. A "Flag and review" window is open, showing a grid of question numbers (1-14) and a "Go to Review Page" button. The current question is identified as "Question 7 of 14".

Flag and review

The screenshot shows a question window for "Section 1, Module 1: Reading and Writing Questions". The question asks for the most logical and precise word to complete a sentence about two trees. The options are (A) 3, (B) 4, (C) 5, and (D) 6. A "Hideable test timer" is overlaid on the top right of the question window, showing a timer at 35:00 and a "Hide" button.

Hideable test timer

Commonly Requested Accommodations

Timing and Break Accommodations

<u>Extended Time</u>	<p>Students will receive their approved amount of extended time within the digital exam and will also receive extra breaks.</p> <ul style="list-style-type: none">• Extended time for reading will receive extended time for the entire test;• Extended time for math only will receive it only for the Math section.• Extended time and/or breaks will receive an exam configured based on the approved timing accommodation.• Students must sit for the entire amount of time for which they are approved; self-pacing is not allowed.
<u>Breaks as Needed (Stop-the-Clock Breaks)</u>	<p>Students approved for this accommodation will receive an exam that allows them to pause their exam to take breaks as needed. The pause feature appears below the timer.</p>
<u>Extended Breaks</u>	<p>Students approved for this accommodation will receive an exam with breaks that are twice as long as standard scheduled breaks between sections.</p>
<u>Extra Breaks</u>	<p>Students approved for this accommodation will receive an exam with an additional 5-minute break applied between Module 1 and Module 2 in each section.</p>
<u>Extra and Extended Breaks</u>	<p>Students approved for this accommodation will receive an exam with a combination of Extended Breaks and Extra Breaks.</p>

Digital SAT Testing Time (with Breaks)

Timing	SAT
Standard time	2 hours 24 minutes
Time and one-half (reading)	3 hours 41 minutes
Time and one-half (math only)	3 hours 5 minutes
Double time (reading)	4 hours 58 minutes
Double time (math only)	3 hours 39 minutes

Students must sit for the entire amount of time for which they are approved; self-pacing is not allowed.

Break Accommodations (standard testing time)

Standard Breaks	Extended Breaks	Extra Breaks	Extra & Extended Breaks	Breaks as Needed (Standard breaks, with stop-the-clock breaks as needed/requested)
Reading and Writing Module 1	Reading and Writing Module 1	Reading and Writing Module 1	Reading and Writing Module 1	Reading and Writing Module 1
Reading and Writing Module 2	Reading and Writing Module 2	BREAK – 5 min	BREAK – 10 min	
BREAK – 10 minutes	BREAK – 20 minutes	Reading and Writing Module 2	Reading and Writing Module 2	Reading and Writing Module 2
Math Module 1	Math Module 1	BREAK – 10 minutes	BREAK – 20 minutes	BREAK – 10 minutes
Math Module 2	Math Module 2	Math Module 1	Math Module 1	Math Module 1
		BREAK – 5 min	BREAK – 10 min	Math Module 2
		Math Module 2	Math Module 2	

Reading and Writing Accommodations

<u>Screen Reader for Digital Exams</u>	Students already approved for a human reader for paper testing, pre-recorded audio (MP3) or screen reader for digital exams will take a digital exam using text-to-speech accessibility feature available through their device's operating system or their own screen reader software.
<u>Pre-Recorded Audio (MP3)</u>	
<u>Human Reader</u>	Students approved for either screen reader or human reader for digital exams will receive a test enabled with time and one-half (+50%) extended time.
<u>Writer/Scribe</u>	Students approved for writer/scribe or dictation for digital exams should test with the digital exam using speech-to-text.
<u>Dictation for Digital Exams</u>	
<u>Assistive Technology</u>	Students will be able to take a digital exam using approved assistive technology software. (e.g. Electronic magnification device)
<u>Color Overlay/Color Contrast</u>	Many students can use the color settings available through their operating system and/or device screen. If that does not meet their needs, they can request and use a plastic overlay attached to their device's screen.

Screen Readers and Text-to-Speech (TTS)

Screen readers are specifically designed to serve the visually impaired, who require assistance navigating from page to page and help with the text and non-text elements on a screen, such as buttons, images, etc. Screen readers also convert digital text to braille for students who use a refreshable braille device.

Text-to-speech (TTS) software is NOT designed specifically for visually impaired users, but rather for those who may have a print or reading disability.

Using Screen Reader and TTS Technology

- Text-to-Speech (TTS) is used to have onscreen text content read aloud.
- Screen reader is used to have all content, including graphics, read aloud.
- Students will receive an exam format enabled with time and one-half (+50%) extended time.
- Configure the student's device accessibility settings before opening the Bluebook app for test preview or full-length practice and before checking in on test day.
- On test day, a student won't be able to adjust the device's accessibility settings after starting the check-in process in the Bluebook app.
- Screen reader/TTS is not embedded in Bluebook. The student should use an application/program that is already known and with which they are comfortable using in the classroom.

Using Screen Readers and TTS

- Most operating systems have built-in TTS functionality available through the device accessibility settings (i.e. Chromebooks have ChromeVox/Select-to-Speak, Apple devices have Spoken Content/VoiceOver) which must be configured/enabled before testing.
- Screen readers for the visually impaired are accessible through an external software/program. JAWS and NVDA work best with Bluebook. If your students use a different screen reader program, please contact Customer Service.

Human Reader for Digital Exams

- If a student's needs are not met using screen reader or TTS, an SSD Coordinator can request Human Reader for Digital Exams for that student.
 - Student takes the test digitally.
 - Human Reader will read the content of the test from the computer screen.
- If a student needs a scribe to enter answers into Bluebook, a scribe also must be requested.
- This accommodation is administered in a 1:1 setting.
- A student using this accommodation will take the online digital test.

Reading and Writing Accommodations, continued

Large-Print Test

If already approved for these three accommodations, students will use the zoom in and out function available through their operating system.

Large-Print Answer Sheet

Magnification Device (electronic/non-electronic)

If a student requires large print and cannot test digitally, they need to request a paper test accommodation (specify font size) and they would be approved for a large print test book for digital testing.

Braille with raised line drawings, contracted

Students approved for a braille accommodation will test with the digital exam using a refreshable braille display and/or screen reader. Students using a screen reader will need to use headphones. If a student is unable to test using the digital exam, they will need to receive paper testing.

Students can take the digital exam and use the raised line drawing supplement.

Raised Line Drawings (formerly “braille graphs and figures”)

Students can take the digital exam and use the raised line drawing supplement.

Braille Writer

For a digital exam, braille writing software should be used. If a student is unable to test using the digital exam, they will need to receive paper testing.

Additional Accommodations

<u>Four-Function Calculator</u>	There is no longer a Math with no calculator section on the SAT. A calculator is built into the digital exam and is a universal tool for all students.
<u>Limited Time</u>	Students will test using the digital exam. They will test over multiple days if the test time exceeds their approved time.
<u>Auditory Amplification/FM System</u>	Students can use their FM system. Students will be allowed to use headphones.
<u>ASL/SEE – Direction Only</u>	Students will receive directions signed in American Sign Language or Signed Exact English. There is no technology solution or system requirements as these are non-embedded accommodations.
<u>Food/Drink/Medication</u>	Students will be permitted to bring food, drink, or medication into the testing room. There is no technology solution or system requirements as these are non-embedded accommodations.

Additional Accommodation Considerations

There are some accommodations which do not require approval for school-day exams.

Unless parents/guardians request otherwise, provide these accommodations to all students for whom it appears on their IEP or Section 504 Plan.

Small group testing

- If the school has the space and staff to conduct individual testing for each student, this is permitted.
- On School Day, there is no minimum requirement for the number of students testing together, and no accommodations request is required.
- For small group testing, College Board typically recommends having 5-10 students in a standard-sized classroom.
- Student's in-school testing needs will determine their appropriate test setting.
- **Preferential seating**
- **Wheelchair accessibility**
- **Familiar proctor** (cannot be a relative)
- **Other modified setting** (special furniture)
- **Access to nurse/aide during breaks**

If a student would like to take the SAT Weekend test and requires these accommodations, a request in SSD Online is necessary.

Paper Accommodations & Digital Testing Equivalents



Approved Accommodation	Digital Testing Equivalent
Human Reader	Screen Reader (Text-to-Speech)*
Prerecorded Audio (MP3 via Streaming)	Screen Reader (Text-to-Speech)*
Braille with Raised Line Drawings, Contracted	Screen Reader, Refreshable Braille Display*
Braille, contracted UEB Technical	Screen Reader, Refreshable Braille Display*
Raised Line Drawings	Raised Line Drawings (Screen Reader/Text-to-Speech)*
Writer/Scribe to Record Responses	Dictation (Speech-to-Text)*
Large Print	Zoom (Universal Tool)

*** Available through the student's testing device (operating system) or AT device/software.**

Requesting a Paper Testing Accommodation

- Most students will take the digital SAT.
- In rare exceptions (e.g., significant visual impairment, severe physical/medical disability), a student may not be able to test using a computer. In such cases, the SSD coordinator should request paper testing for these students in SSD Online.
- From the Accommodations Dashboard, select “Other” and specify details in the text field (see image).
- The paper version of the SAT (also referred to as linear) is **not** adaptive is therefore a longer test experience. Refer to the [Accommodations and Supports Handbook](#).
- SSD coordinators or other testing staff will need to transcribe the student’s paper test responses into Bluebook and then return the paper test materials to College Board. (Directions for this are in the paper testing manual that accompanies test materials.)

The screenshot shows the 'Accommodations' section of a dashboard. At the top, there is a heading 'Accommodations' and a brief instruction: 'Select one or more accommodations from any of the categories below. Once you have finished selecting accommodations, click 'Continue' at the bottom of the page to go to the next step in the process.' Below this, there are sections for 'Extended Time' and 'Extra / Extended Time'. The 'Extended Time' section has an 'Add' button. The 'Extra / Extended Time' section includes a list of subjects (Reading, Writing, Mathematical Calculators, Listening, Speaking) and a list of accommodation types (Breaks: Extra, Breaks: Extended, Breaks: As needed, Other: Extra / Extended). A red box highlights the 'Other: Extra / Extended' option. A modal window is open, showing a list of accommodations under the heading 'Reading / Seeing Text'. The options are: 'Large Print Test Book: Other', 'Human Reader for paper tests DOCUMENTATION REQUIRED', 'Pre-recorded audio (MP3 via streaming) for paper tests', 'Braille with raised line drawings, contracted', 'Magnification Device (non-electronic)', 'Magnification Device (electronic) DOCUMENTATION REQUIRED', and 'Raised Line Drawings'. The 'Other: Reading / Seeing Text DOCUMENTATION REQUIRED' option is selected with a blue checkmark. Below the list is a text input field containing the text 'Paper test for digital assessments'. At the bottom of the modal, there are 'Cancel' and 'Save Accomodation(s)' buttons.

Reviewing and Requesting Accommodations in SSD Online

Accommodation Submissions Best Practices

- Start early! Having plenty of time to work on submitting requests makes the process smoother.
- The CT SAT School Day Accommodations window in SSD is November 10, 2023-January 12, 2024.
- If possible, discuss test accommodations (and digital alternatives) during IEP/504/Plan meetings so you are clear about student's accessibility needs.
- Speak to the students and their education team about the accommodations they are currently using during instruction and on classroom tests.
- Make sure parents/guardians and students understand differences between College Board tests/statewide assessments and other local tests (e.g., classroom/district)
- Carefully review the disability and accommodation categories during the submission process in SSD to avoid selecting the option "Other" if possible.
- Carefully review and confirm student information before submitting the accommodations request to avoid any typos or other errors.
- Check your SSD Dashboard regularly and be on the lookout for email communications from College Board when decisions for requests have been posted.

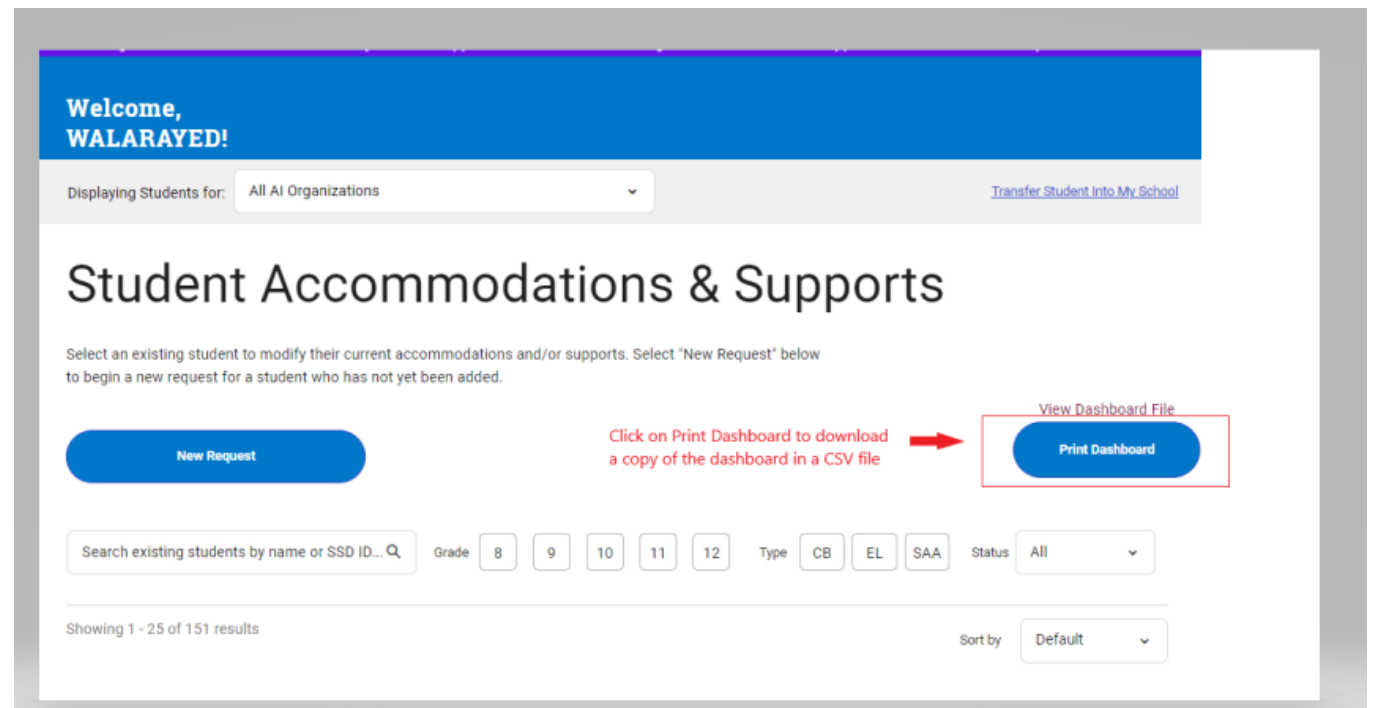
When should accommodations be requested?



- Student should have a documented disability.
- Functional impact should be demonstrated.
- The submitted documentation (if requested) must show the need for the specific accommodation being requested.

Reviewing Students' Approved Accommodations

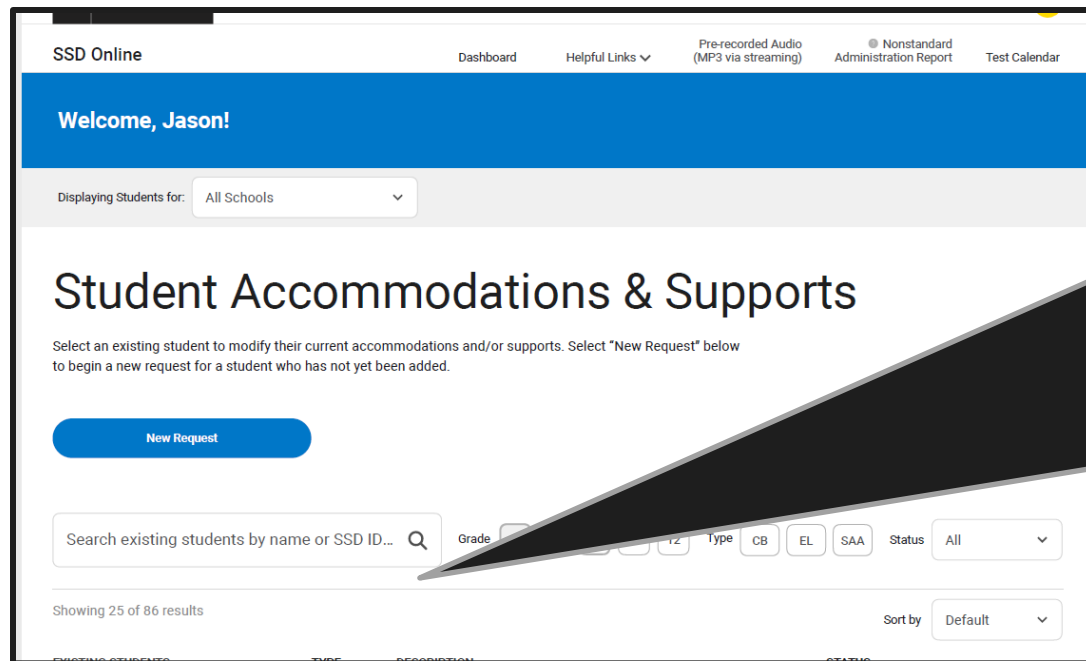
- Review the approved accommodations for all students at your school to make sure they still meet their needs.
- New this year, you can export the SSD Online dashboard to make this process easier.
 - Click the blue “Print Dashboard” button to export the dashboard.
 - Sort and filter data in the .csv file.



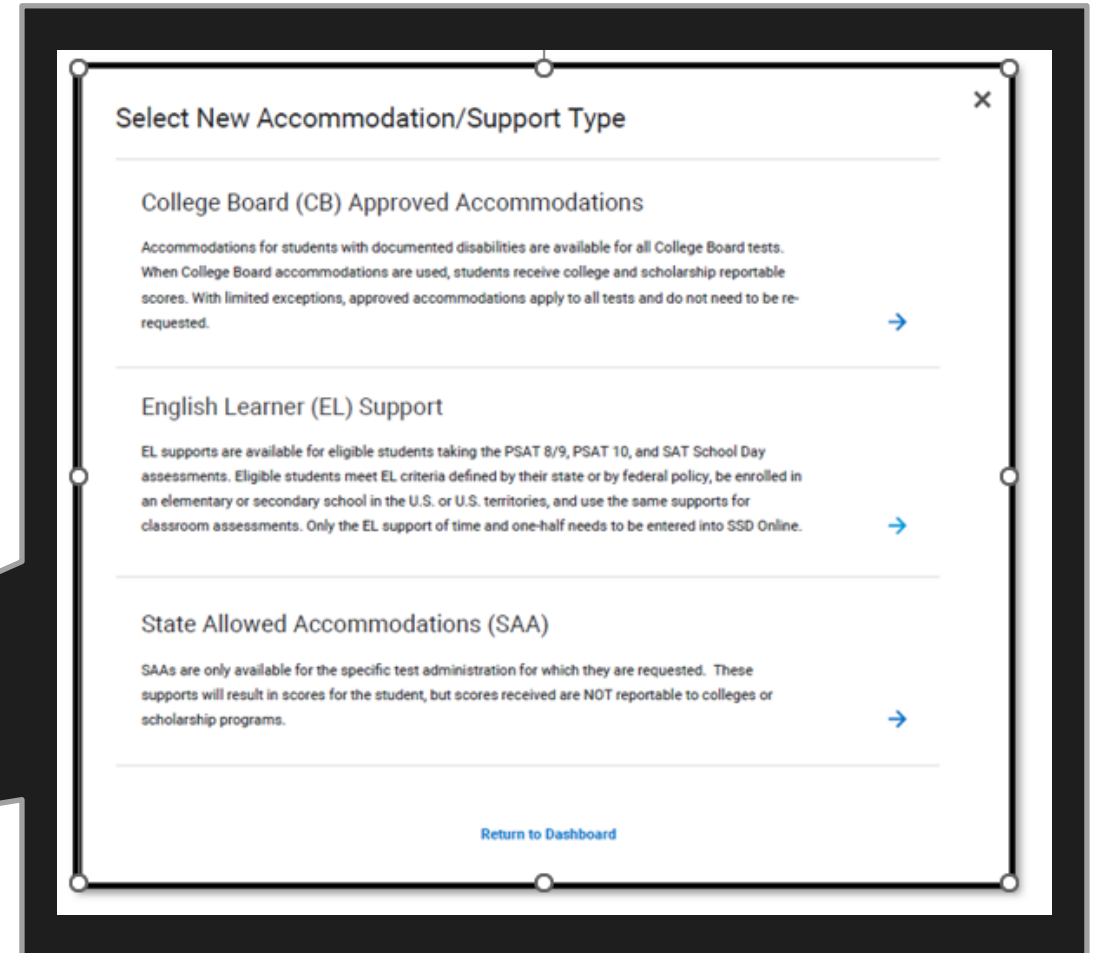
The screenshot displays the SSD Online dashboard interface. At the top, a blue banner reads "Welcome, WALARAYED!". Below this, a dropdown menu shows "Displaying Students for: All AI Organizations" with a "Transfer Student into My School" link. The main heading is "Student Accommodations & Supports". A sub-heading instructs users to "Select an existing student to modify their current accommodations and/or supports. Select 'New Request' below to begin a new request for a student who has not yet been added." There are two blue buttons: "New Request" and "Print Dashboard". A red text annotation with an arrow points to the "Print Dashboard" button, stating "Click on Print Dashboard to download a copy of the dashboard in a CSV file". Above the "Print Dashboard" button is a link labeled "View Dashboard File". Below the buttons is a search bar "Search existing students by name or SSD ID... Q" and filters for "Grade" (8, 9, 10, 11, 12), "Type" (CB, EL, SAA), and "Status" (All). At the bottom, it shows "Showing 1 - 25 of 151 results" and a "Sort by" dropdown set to "Default".

Submit a New Request

- Log in to www.collegeboard.org/ssdonline.
- Click the button in upper left corner.
- Choose College Board Accommodations.



The screenshot shows the SSD Online dashboard. At the top, there are navigation links: Dashboard, Helpful Links, Pre-recorded Audio (MP3 via streaming), Nonstandard Administration Report, and Test Calendar. A blue banner says "Welcome, Jason!". Below that, a dropdown menu shows "Displaying Students for: All Schools". The main heading is "Student Accommodations & Supports". Below the heading, there is a text instruction: "Select an existing student to modify their current accommodations and/or supports. Select 'New Request' below to begin a new request for a student who has not yet been added." A prominent blue button labeled "New Request" is visible. Below the button is a search bar with the text "Search existing students by name or SSD ID...". To the right of the search bar are filters for "Grade" (with a dropdown), "Type" (with buttons for CB, EL, SAA), and "Status" (with a dropdown set to "All"). At the bottom left, it says "Showing 25 of 86 results". At the bottom right, there is a "Sort by" dropdown set to "Default".



The screenshot shows a modal window titled "Select New Accommodation/Support Type". It contains three main sections, each with a blue arrow pointing to the right:

- College Board (CB) Approved Accommodations**
Accommodations for students with documented disabilities are available for all College Board tests. When College Board accommodations are used, students receive college and scholarship reportable scores. With limited exceptions, approved accommodations apply to all tests and do not need to be re-requested.
- English Learner (EL) Support**
EL supports are available for eligible students taking the PSAT 8/9, PSAT 10, and SAT School Day assessments. Eligible students meet EL criteria defined by their state or by federal policy, be enrolled in an elementary or secondary school in the U.S. or U.S. territories, and use the same supports for classroom assessments. Only the EL support of time and one-half needs to be entered into SSD Online.
- State Allowed Accommodations (SAA)**
SAAs are only available for the specific test administration for which they are requested. These supports will result in scores for the student, but scores received are NOT reportable to colleges or scholarship programs.

At the bottom of the modal, there is a blue link that says "Return to Dashboard".

Submit a New Request

New Request

Search using the student first and/or last name and school to find a student. Select student and click Continue. Or, if student not found, click Student Not Listed to add.

NAME * SCHOOL *

First Name: John Last Name: A School: Herbert Hoover High School

Clear Search

Showing ### results

	First name	MI	Last name	Date of Birth	SSD ID Number
<input checked="" type="radio"/>	First name	MI	Last name	04-02-2000	#XXXXXX
<input type="radio"/>	First name	MI	Last name	01-01-2001	#XXXXXX
<input type="radio"/>	First name	MI	Last name	07-09-2002	#XXXXXX
<input type="radio"/>	First name	MI	Last name	12-15-2000	
<input type="radio"/>	First name	MI	Last name	01-07-2000	#XXXXXX
<input type="radio"/>	First name	MI	Last name	08-04-2002	
<input type="radio"/>	First name	MI	Last name	02-29-2001	#XXXXXX
<input type="radio"/>	First name	MI	Last name	08-23-2001	

Student Not Listed Continue →

- You will search to find a student to see if a record already exists for that student at your school. It will only search records associated with your AI code.
- If the student is found, you will continue.
- If the student is not found, select Student Not Listed to enter student information.

Submit a New Request

- You will be asked to answer questions on behalf of the student for whom you are requesting accommodations.
- The student's IEP or Section 504 Plan provides the parental approval to apply for accommodations; therefore, no additional parent/guardian consent is needed.

New Accommodation Request (CB)

Before You Begin

You are about to begin a request for student testing accommodations. You will be asked to answer questions on behalf of the student you are requesting accommodations for.

This process will take approximately 6–8 minutes to complete.

Before starting this request, please ensure that you have the following student information:

- **Demographic Information**

Including the student's date of birth, address, email address, telephone number and expected graduation date

- **Disability Information**

The student's disability and the accommodations they are requesting

- **Plan Information**

The type of formal school plan (e.g., Individualized Education Plan, 504 Plan, Other Formal Plan, Other Formal Plan, Other Formal Plan) and the student's first formal school plan

- **Documentation**

Have documentation been reviewed by a qualified professional? In some cases, you will need to provide documentation for review. The SSD Online Request Form must be submitted to College Board.

Download [Parental Consent Form](#) →

Do you have Parent/Guardian Consent for this accommodation request (or student consent, if 18 or older)? *



[Back](#)

[Start New Accommodation Request](#)

Submit a New Request

- If the student was not found associated to your school, you will now enter student information.

Add Student

Complete the information below to start a request. Fields marked with * are required.

Student Information

Name

First Name * MI

Last Name *

Date of Birth

MM / DD / YYYY *

Dashboard / Tom Jones

1 Disabilities

2 Accommodations

3 School Plan

4 Review & Submit

New Student Accommodation Request

Disabilities

Communication Disorder/Speech and Language

Expressive Language Disorder/Speech Sound Disorder/Fluency Disorder

Language Disorder/Mixed Receptive-Expressive Language Disorder

Phonological Disorder

Other Communication/Speech and Language Disorder

Please specify... *

Dashboard / Tom Jones

New Student Accommodation Request

1 Disabilities

2 Accommodations

3 School Plan

4 Review & Submit

Accommodations

Select one or more accommodations from any of the categories below. Once you have finished selecting accommodations, click 'Continue' at the bottom of the page to go to the next step in the process.

Extended Time

Request 50%, 100%, or greater than 100% extended time for:

- Reading
- Writing
- Mathematical Calculations
- Listening
- Speaking

Previously Approved / Pending Accommodations

Reading: Time and one-half (+50%)

Writing: (Essays/free response): Double time (+100%)

Math: More than double time (>+100%)

Select the Accommodation(s)

Dashboard / Tom Jones

- ✓ Disabilities
- 2 Accommodations
- 3 School Plan
- 4 Review & Submit

New Student Accommodation Request

Accommodations

Extended Time	No extra time (+0%)	Time and one-half (+50%)	Double time (+100%)	More than Double time (greater than +100%)
Reading	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="text" value=""/>
Writing	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="text" value=""/>
Mathematical Calculations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text" value="150"/>

Cancel

Save Accomodation(s)

- ✓ Extended Time
- ✓ Extra/Extended Breaks
- ✓ Reading/ Seeing Text
- ✓ Recording Answers
- ✓ Modified Setting
- ✓ Other

Enter School Plan Information

- Answer questions about the student's plan.
- Indicate if the requested accommodations are in the plan and used on classroom tests.
- Provide information about the process for determining the student's need.
- Upload documentation, if requested. For the purposes of the CT SAT School Day, you can upload this [form](#). (SSD Form Upload for Documentation Requests)

Please tell us about your school's process for determining your student's need for and use of the requested accommodation on classroom tests.

Was a meeting held to discuss your student's academic functioning and need for the requested accommodation(s)? *

Yes No

Who was involved in the discussion and resultant decision for classroom test accommodations? Check all that apply. *

- School Psychologist
- School learning specialist
- Teacher(s)
- School Administrator (e.g., Principal)
- Parent(s)/Guardian(s)
- Student
- Other professional

Please specify *

I don't know

What information was used to assess your student's current need for accommodation(s)?

- Documentation/evaluation from professionals (e.g., Psycho-educational evaluation, medical evaluation)
- Teacher observations
- Parent(s) observations/student's comments
- Student's previous and current academic functioning
- Student history of receiving accommodations or academic difficulties
- School data (e.g., scores on state testing)
- Parent/student request
- Other

Please specify *

Terms & Agreement

Terms & Agreement ✕

1. Confirm True & Accurate Information

I verify that unless otherwise indicated in my responses above (1) the accommodations requested above are provided and used on school-based test; (2) the school has documentation on file that meets the College Board Guidelines for Documentation, and (3) all the information provided in my responses above is true and accurate.

2. You are submitting for School-Based Accommodation(s)

One or more of the requested accommodations is considered a "school-based accommodation", which should be administered in your school, if the student registers for the weekend SAT or SAT Subject Tests. Your School Testing Calendar indicates that there are weekend SAT administration dates for which your school is not available to administer school-based testing. Please make sure that your School Testing Calendar accurately reflects your school's availability, and that your student is notified of the school's testing schedule.

I have read, understand, and agree to the terms above.

[Cancel](#) [Agree & Continue](#)

Sample Scenarios for Requesting Accommodations

Scenario 1

The student receives extended time on classroom tests as per their IEP. The student sometimes uses additional time to complete the test, but most often they use that time to take additional breaks during testing.

- Points for consideration:
 - Does the student need more “on-the-clock” time for testing? If yes, then an extended time accommodation may be appropriate for the student.
 - Does the student need more “stop-the-clock” time to take breaks during testing? If yes, then a breaks as needed accommodation may be appropriate for the student.
 - There is no self-pacing. The student must sit for the entire time allotted.
- Before requesting accommodations, you may want to discuss the student’s needs with the student and their family.
 - Note: It may be helpful for this student to try out both extended time and breaks as needed accommodations by taking a practice test online in Bluebook to determine which best meets their needs.

Scenario 2

The student uses large print instructional materials in class, as per their IEP.

- Before requesting accommodations, you may want to discuss the student's needs with the student and their family.
 - It may be helpful for this student to try out the universal tools in Bluebook, specifically the zoom in/out tool, by taking a practice test online with the appropriate monitor.
 - A larger screen/monitor, such as a TV, projector, or magnification device, may be more appropriate for this student's needs.
 - Depending on the individual need, paper testing may be appropriate in some rare instances.

Scenario 3

The student has a human reader accommodation for tests, as per their IEP.

- In many cases, students who have a human reader accommodation will test digitally using TTS.
- Before requesting accommodations, you may want to discuss the student's needs with the student and their family.
 - It may be helpful for this student to try out their device's TTS accessibility feature by taking a practice test online in Bluebook.
 - If this meets the student's needs, request screen reader/TTS for the student.
 - If the student's needs are not met, it may be best to request human reader for digital testing.
 - Note: A human reader for digital testing accommodation will require 1:1 testing with a proctor who will read the test to the student from the computer.

English Learner/Multilingual Learner Supports

Multilingual Learner Supports for Digital Testing

EL Time and One-Half (+50%)

- Using this support results in a college-reportable score for students.
- Students receive Time and One-Half (+50%) extended time on each section of the test.
- Students must sit for the entire time allotted. They cannot go ahead in the test even if they are the only one testing.
- Students using this support can be tested with other students using the same timing.
- This support must be submitted in SSD Online by the January 12, 2024 deadline, in order for the student to receive the correct test package.
- EL supports expire annually and must be renewed in SSD Online.

Multilingual Learner Support for Digital Testing

Using these supports will result in a college-reportable score for students. They do not have to be requested in SSD Online.

Translated Test Directions

- Printed versions of the test directions can be downloaded by educators in February 2024 and distributed to students on test day as needed. (Note: The CSDE will post these to the CT SAT School Day [webpage](#).)
- Languages available include Albanian, Arabic, Bengali, Chinese/Mandarin, French, Gujarati, Haitian Creole, Hindi, Pashto, Polish, Portuguese, Russian, Spanish, Ukrainian, Urdu, and Vietnamese.
- Other languages can be supported “on the fly” by approved translators.

Word-to-Word Bilingual Dictionaries

- The list of approved dictionaries can be found on [College Board’s website](#).

Requesting Multilingual Learner Supports

- EL time and one-half must be requested in SSD Online.
 - No documentation is required.
- Use of translated test directions and approved word-to-word bilingual dictionaries does not require a submission in SSD Online.

New English Learner (EL) Support Request

Students Qualifying for EL Support

English Learner (EL) Supports should only be used by students who, at the time they test, meet the definition of "English Learner" as defined by the state in which they test, or the U.S. Federal guidelines, and who attend and test at a school in the U.S. If EL Supports are appropriately used, scores will be reportable to colleges and scholarship programs.

Support available

You are submitting a request for this student to receive the following

EL - Time and one-half (+50%)

Select Assessment

An EL Support may only be used for the specific test administration for which it is requested. Requests for EL Supports must be resubmitted if required for a future test. Students may use EL Supports for the following College Board test(s):

- PSAT 8/9
- PSAT 10
- SAT School Day

Expiration

The EL Support will be valid for the assessment selected for the academic year of the request. The support will automatically expire at the end of each school year.

Cancel

Continue

Resources

Available on the CSDE [CT SAT School Day webpage](#)

2024 Connecticut SAT School Day Accessibility Chart

2024 Connecticut SAT School Day
DRAFT 11/6/23

All accommodations per a student's Individualized Education Program (IEP) or Section 504 Plan, must be requested and approved by the College Board using the [College Board's Services for Students with Disabilities \(SSD\) Online system](#). Changes or new accommodations should be submitted in SSD between **November 10, 2023, and January 12, 2024**. The College Board will transfer approved accommodations to Bluebook.

Universal Tools
Available to ALL students

Embedded within Bluebook
*Available if configured on the operating system of the student's testing device

- Annotator (highlighter and notepad)
- Answer eliminator
- Calculator (Desmos)
- Clock: Counts down the time left for each section and gives a 5-minute warning
- Color Contrast*
- Expand passage or item
- Line focus: Combines line reader with masking to guide students as they read
- Mark for review: Allows students to flag questions for later review
- Math Reference Sheet
- Question navigator (to quickly review and navigate to specific questions)
- Zoom: Enlarges the text and images on a test page

Non-Embedded (Provided by the Proctor)

- Scratch Paper
- Hand-held calculator (refer to the [College Board SAT Calculator Policy](#))

Accommodations
Available to students with an active IEP or Section 504 Plan.

Embedded within Bluebook
*Available if configured on the operating system of the student's testing device

- Assistive technology (AT)* (Includes screen readers and refreshable braille (RBDs))
- Braille display including Raised Line Drawings, Contracted*
- Extended test time and breaks (various timing scenarios based on documented need)
- Screen reader/text-to-speech* (allows all sections of the test to be read aloud using the device's operating system or their own screen reader software)
- Speech-to-text/dictation*

Non-Embedded (Provided by the Proctor)

- Auditory Amplification/FM System
- Braille Paper Test/Raised line drawings (for students unable to test using the digital test)
- Color Overlay
- Food/drink/medication
- Modified settings

Supports for ELs/MLs
Available to students identified as an English learner/multilingual learner in PIS.

Embedded within Bluebook

- 50% extended test time (must be selected in SSD Online by January 12, 2024, and approved by the College Board). (Note: From the SSD Online Dashboard, select New Request- English Learner Support portal.)

Non-Embedded (Provided by the Proctor)
This support does not require approval by the College Board in SSD Online.

- Translated directions
- Native language reader for test directions ONLY
- Word-to-Word bilingual dictionary

The accommodations below are only for students who cannot access the digital assessment with configurations set on testing device or assistive technology due to the complexities of a disability or incompatibilities with the student's AT third-party software
(Paper Tests must be approved through SSD Online by selecting "Other" and specifying details in the response section.)

- Braille Paper Test / Raised line (UEB with Nemeth Math)
- Human reader (for students unable to test using the digital test with screen reader/text-to-speech software)
- Large-print Paper Test (14 point, 20, point, other) for students who cannot use the zoom feature
- Printed copy of verbal instructions
- Scribe to record responses (for students who are unable to test digitally with dictation/speech-to-text software through the operating system or AT device)
- Signed Exact English or American Sign Language interpreter for oral instructions only

Refer to the [College Board Accommodation Crosswalk](#) and the [College Board Accommodations digital SAT website \(https://satsuite.collegeboard.org/digital\)](#) for more information.
IMPORTANT! Students should trial digital accommodations on [digital practice tests](#) in Bluebook early in the year so that SSD Coordinators can request accommodations/submit change requests within the SSD submission window. This will help ensure optimal test conditions and accessibility on test day.

2024 Accommodations Crosswalk for Connecticut SAT School Day

CollegeBoard
2023-24 Accommodations Crosswalk for Connecticut SAT School Day
DRAFT 11/6/23

This crosswalk has been designed to help educators understand the relationship between the College Board accommodation options in SSD Online and accommodations for the digital SAT School Day for students with an Individualized Education Program (IEP) or Section 504 Plan.

Although the Connecticut SAT is being administered digitally, SSD Online is still aligned to paper-based College Board assessments and may not fully capture the terminology used to represent accommodations in the digital environment. Therefore, additional notes about how students will test digitally are included below.

It is critical to arrange time for students to trial their accommodations using the College Board's digital [Practice Tests on Bluebook](#) as early in the year as possible to ensure accessibility. If applicable, students should also test the functionality of their assistive technology and/or third-party software with a practice test. Moreover, the early trialing of accommodations allows SSD Coordinators to make timely accommodation requests/changes within SSD Online submission window to promote optimal test conditions on test day.

The SSD Online accommodations window opens on November 10, 2023, and closes on January 12, 2024.

Selection in SSD Online	Digital SAT	Notes
Reading: Time and one-half (+50%) (Also, an allowable EL/ML support for a college reportable score)	Student will receive extended time and extra breaks on all sections (Reading/Writing and Math).	
Reading: Double time (+100%)	Student will receive extended time and extra breaks on all sections (Reading/Writing and Math).	
Reading: More than double time	Student will receive extended time and extra breaks on all sections (Reading/Writing and Math).	
Math: Time and one-half (+50%)	Student will receive extended time and extra breaks only on the math section.	
Math: Double time (+100%)	Student will receive extended time and extra breaks only on the math section.	
Math: More than double time	Student will receive extended time and extra breaks only on the math section.	

Selection in SSD Online	Digital SAT	Notes
Large Print	Students will use Universal Zoom tool.	In instances that Zoom does not meet the student's print or visual needs, Paper Testing must be requested in SSD Online by January 12, 2024. Select "Other" and specify in the text field.

*Most students can test digitally using the equally effective alternatives. If a student cannot test digitally based on the severity of student's disability (IEP/504), paper testing may be needed in some instances. The request for paper testing must be submitted in SSD by January 12, 2024.

Need Assistance?

College Board's Connecticut Customer Service
866-609-2205
CTSAT@collegeboard.org

Visit the [Connecticut SDE SAT Assessment Webpage](#)

Questions & Answers

Thank you!

Appendix

Chromebooks and TTS

Chrome OS (Chromebooks)

To ensure that students are able to access the device's built in **Text-to-Speech** and/or other accessibility features for the Bluebook exam application, the Floating Accessibility Menu should be enabled on specific devices used by these students. It is not available by default.

ChromeVox or Select-to-Speak can be used.

For more information about how to enable accessibility features for Chromebooks visit College Board's [Screen Readers and Text-to-Speech webpage](#).



[Chromevox](#)
[Tutorial](#)

Windows Devices and TTS

Windows operating systems 10 or 11

To use text-to-speech on Windows devices, student can use the keyboard controls to start and stop narration.

For more information about how to enable accessibility features for Windows devices, visit [College Board's Screen Readers and Text-to-Speech webpage](#).



[Windows Narrator
Complete Guide](#)

macOS and iOS

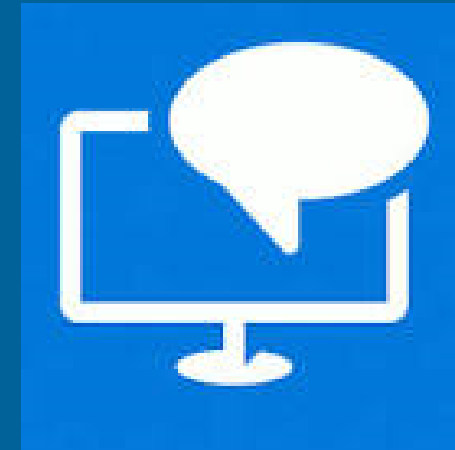
Mac operating systems (macOS and higher)

iOS devices (versions 14-16). Do not use iOS17.

To ensure students using Apple devices can access TTS and other accessibility features on the Bluebook exam application, enable the settings menu, select accessibility, then choose the desired accessibility feature.

Spoken Content or Apple VoiceOver can be used.

For more information about how to enable accessibility features for Macs and iPads, visit College Board's [Screen Readers and Text-to-Speech webpage](#).



[Apple Spoken
Content Tutorial](#)

Third Party Screen Readers

JAWS

NVDA

To ensure students using this technology can access the screen reader on the Bluebook exam application, please test this technology with students in advance.

For more information about how to use screen readers with Bluebook, visit College Board's [Screen Readers and Text-to-Speech](#) webpage.



[JAWS Training Page](#)



[NV Access Support Page](#)

Speech-to-Text

Voice recognition or speech-to-text (STT) technology transcribes a student's spoken words into text for item responses in a digital exam. Students approved for this technology or for writer/scribe may use STT technology for digital exams.

Word prediction must be disabled for STT technology.

Supported STT/dictation applications for Bluebook are:

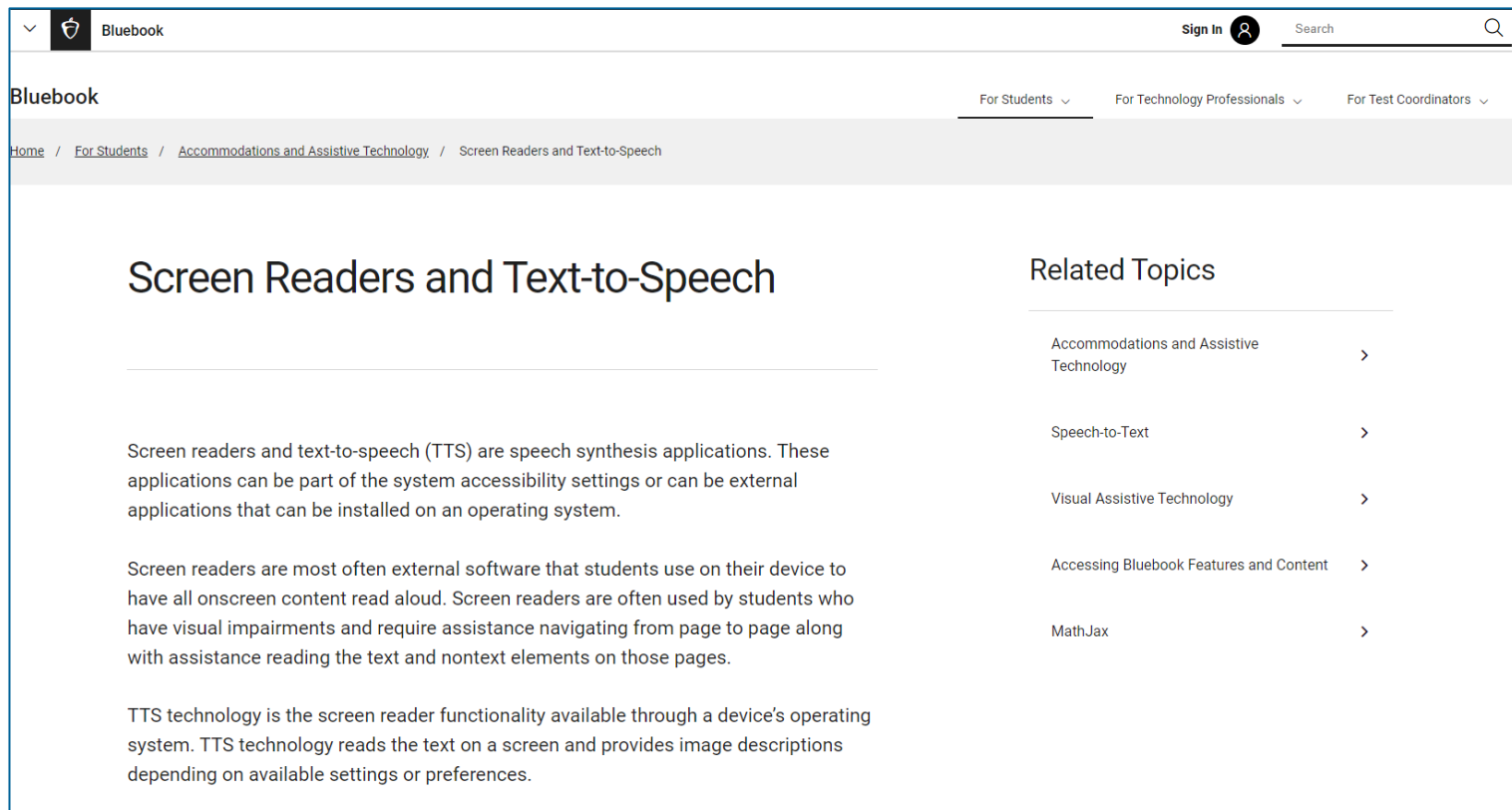
- Apple Voice Control (Operating System)
- Chromebook Dictation Operating System)
- Windows Speech Recognition/Dictation (Operating System)
- Dragon Naturally/Speaking (3rd Party Software)



For the most current information on speech-to-text applications, including guides and custom documentation, visit <https://bluebook.collegeboard.org/students/accommodations-and-assistive-technology/speech-to-text>.

Screen Reader, TTS, and STT Information

For comprehensive and up to date information, visit College Board's [Screen Readers and Text-to-Speech webpage](#).



The screenshot shows the Bluebook website interface. At the top, there is a navigation bar with the Bluebook logo, a 'Sign In' button, and a search icon. Below the navigation bar, there are three dropdown menus: 'For Students', 'For Technology Professionals', and 'For Test Coordinators'. The main content area is titled 'Screen Readers and Text-to-Speech' and contains three paragraphs of text. To the right of the main content, there is a 'Related Topics' section with five links: 'Accommodations and Assistive Technology', 'Speech-to-Text', 'Visual Assistive Technology', 'Accessing Bluebook Features and Content', and 'MathJax'. The breadcrumb trail at the top of the content area reads: 'Home / For Students / Accommodations and Assistive Technology / Screen Readers and Text-to-Speech'.

Bluebook

Sign In Search

Bluebook

For Students For Technology Professionals For Test Coordinators

Home / For Students / Accommodations and Assistive Technology / Screen Readers and Text-to-Speech

Screen Readers and Text-to-Speech

Screen readers and text-to-speech (TTS) are speech synthesis applications. These applications can be part of the system accessibility settings or can be external applications that can be installed on an operating system.

Screen readers are most often external software that students use on their device to have all onscreen content read aloud. Screen readers are often used by students who have visual impairments and require assistance navigating from page to page along with assistance reading the text and nontext elements on those pages.

TTS technology is the screen reader functionality available through a device's operating system. TTS technology reads the text on a screen and provides image descriptions depending on available settings or preferences.

Related Topics

- Accommodations and Assistive Technology >
- Speech-to-Text >
- Visual Assistive Technology >
- Accessing Bluebook Features and Content >
- MathJax >